

California

CSEFEL Teaching
Pyramid Framework



Promoting Social Emotional Competence in California's Young Children

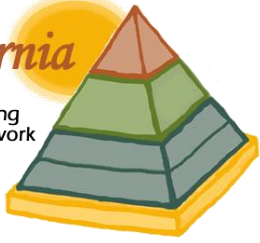
Trauma Informed Care



Julie Kurtz

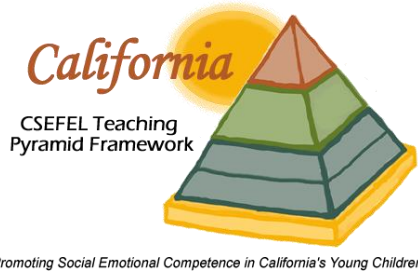
Regional Director

WestEd 
Center for Child & Family Studies



Creating a Safe Space

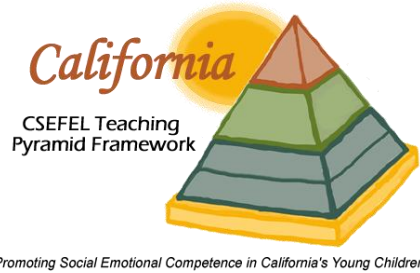
- Take Care of Yourself
 - Tune in to How You Feel/What You Need
- WAIT
 - Why am I talking?
 - Why am I not talking?
 - Why am I triggered?
- Take Care of Each Other
 - Mindful of the space you share with others
 - Create a “brave” space
 - Audit your Energy



One Astounding Statistic

More than 1 in 3 women (35.6%) and more than 1 in 4 men (28.5%) in the United States have experienced rape, physical violence, and/or stalking by an intimate partner.

(CDC, 2013)



Other Data

- A report of child abuse is made every ten seconds in the United States.
(Childhelp, 2013)
- 35% of babies are in a relationship with their caregiver where they have a severed attachment with their caregiver.



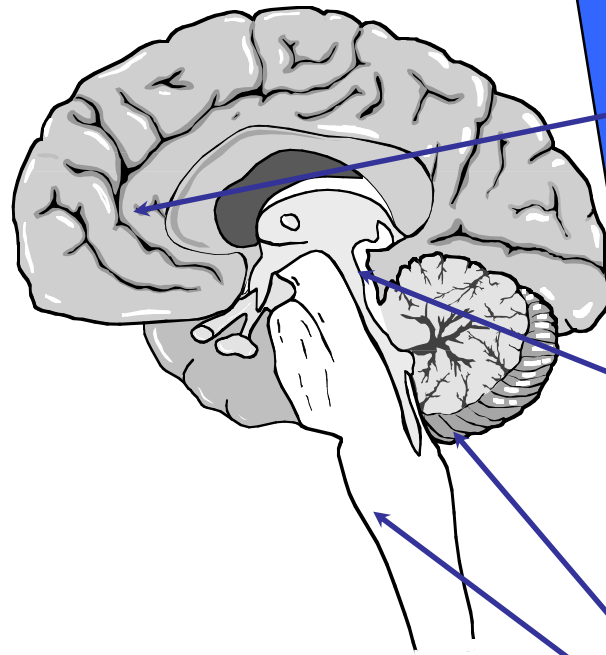
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Impact of Trauma

- ✓ Activation of survival responses:
 - Fight
 - Flight
 - Freeze
 - Faint
- ✓ Shutting down and limited skills to respond in a healthy way to daily functioning and relationships
- ✓ Rational thought is less possible at this time
- ✓ Increased reactivity and decreased responsiveness



Hierarchy of Brain Development



FOREBRAIN
Cortex
"Executive Center"

UPSTAIRS BRAIN

Abstract Thought
Logic
Reasoning
Impulse Control

**Limbic
BRAIN**
"Emotional Center"

DOWNSTAIRS BRAIN

Attachment
Contextual Memory
Learning
Affect Regulation
Emotional Reactivity
Appetite/Satiety

HINDBRAIN
Cerebellum &
Brainstem
"Alarm Center"

Motor Regulation
Balance
Heart Rate
Breathing
Blood Pressure
Body Temperature

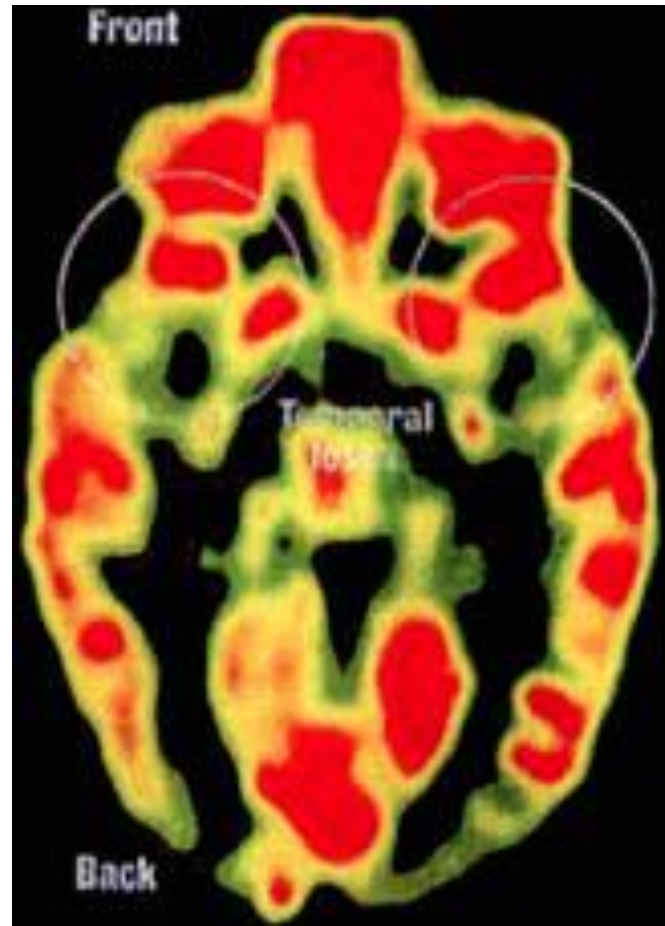
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Normal Brain



Source: Newsweek Special Edition, 1997

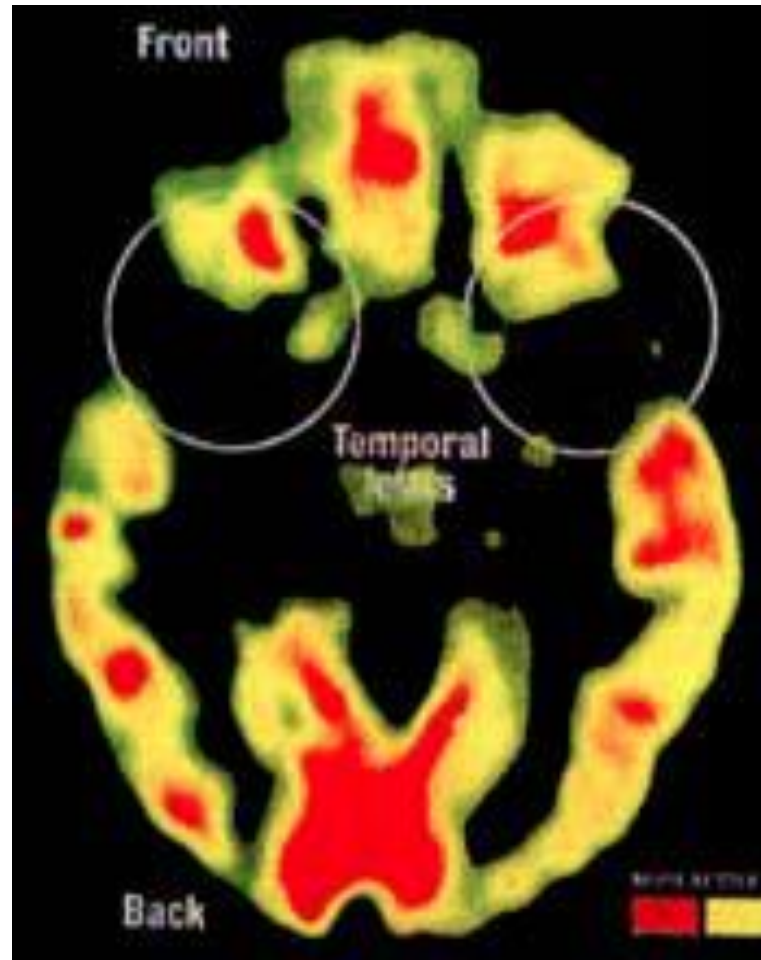
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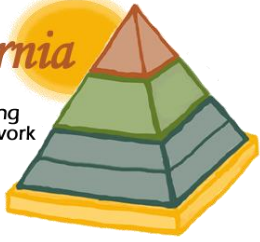
At Risk Brain



Credit: Source: Newsweek Special Edition, 1997

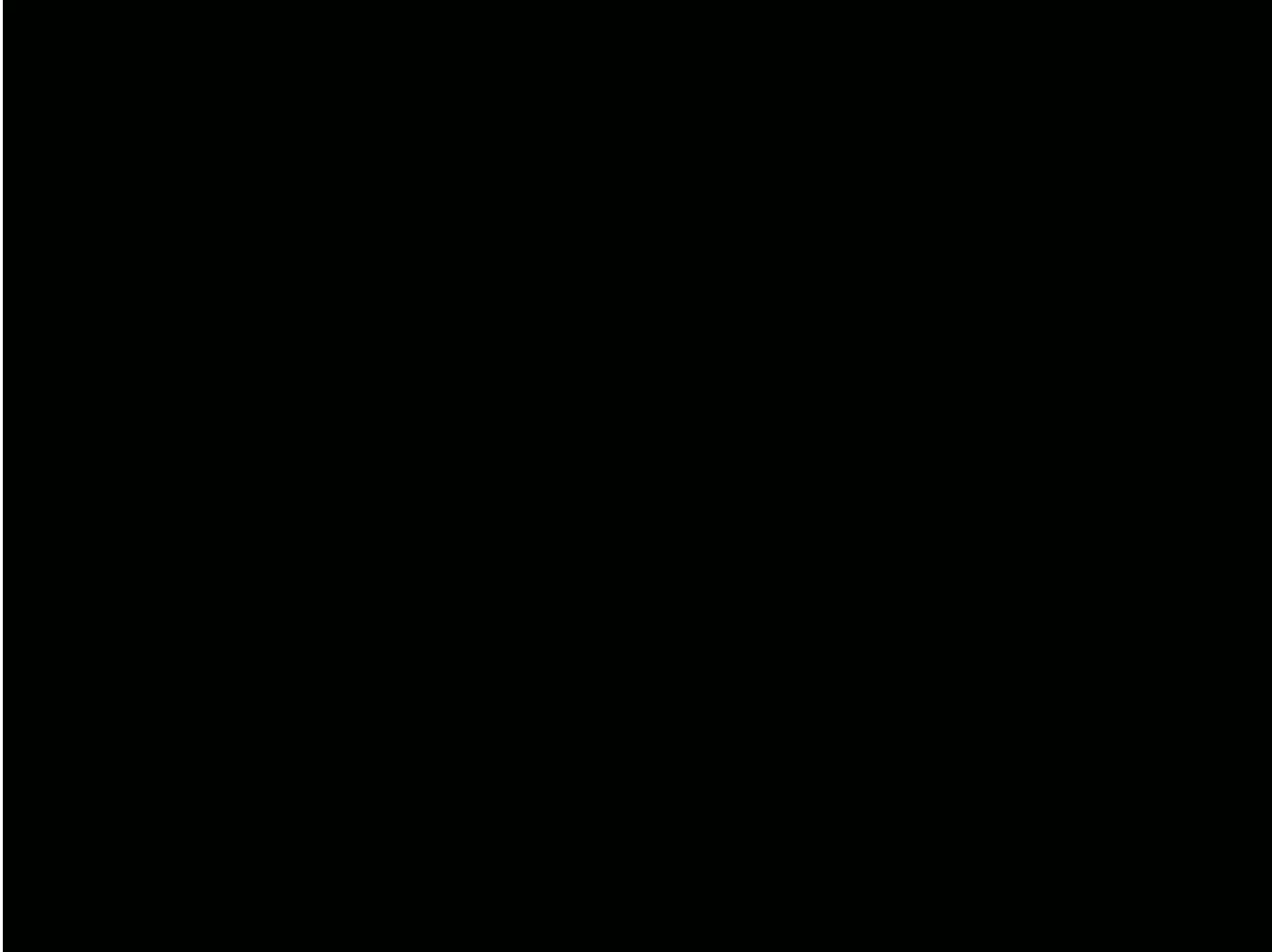
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What do You See?

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Toxic Stress

Learning how to cope with adversity is an important part of healthy development. While moderate, short-lived stress responses in the body can promote growth, toxic stress is the strong, unrelieved activation of the body's stress management system in the absence of protective adult support. Without caring adults to buffer children, the unrelenting stress caused by extreme poverty, neglect, abuse, or severe maternal depression can weaken the architecture of the developing brain, with long-term consequences for learning, behavior, and both physical and mental health.

Debrief the video with your Elbow Partner

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Toxic Stress Video

Three Core Concepts in Early Development

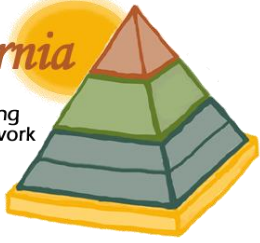
3 Toxic Stress Derails Healthy Development

NATIONAL SCIENTIFIC COUNCIL ON THE DEVELOPING CHILD

Center on the Developing Child  HARVARD UNIVERSITY

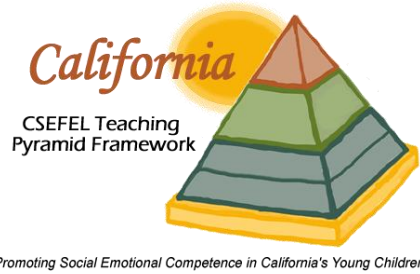
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Dr. Nadine Burke on Adverse Childhood Experiences

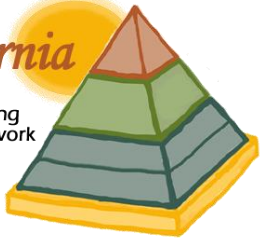


Adverse Childhood Experiences

- What is ACES?
- Take the ACES Survey Now
 - Resilience Scores
 - Research Facts

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**It's Easier To
Build
The Brain
Of A Young Child,
Than Repair
The Brain
Of An Adult But...**



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GOOD NEWS!

- The brain is plastic throughout our life
- Our Mental Structures in our Brain are open to change throughout the lifespan because of **neuroplasticity**
- Healing can be induced through consistent, attuned communication within the context of our most important relationships



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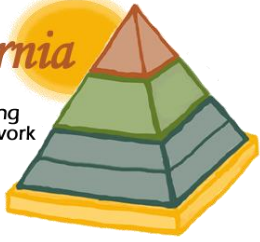
Early Adversity and the Brain

This video outlines basic concepts from the research on the biology of stress which show that major adversity can weaken developing brain architecture and permanently set the body's stress response system on high alert. Science also shows that providing stable, responsive environments for children in the earliest years of life can prevent or reverse these conditions, with lifelong consequences for learning, behavior, and health.

Debrief the video with your Elbow Partner

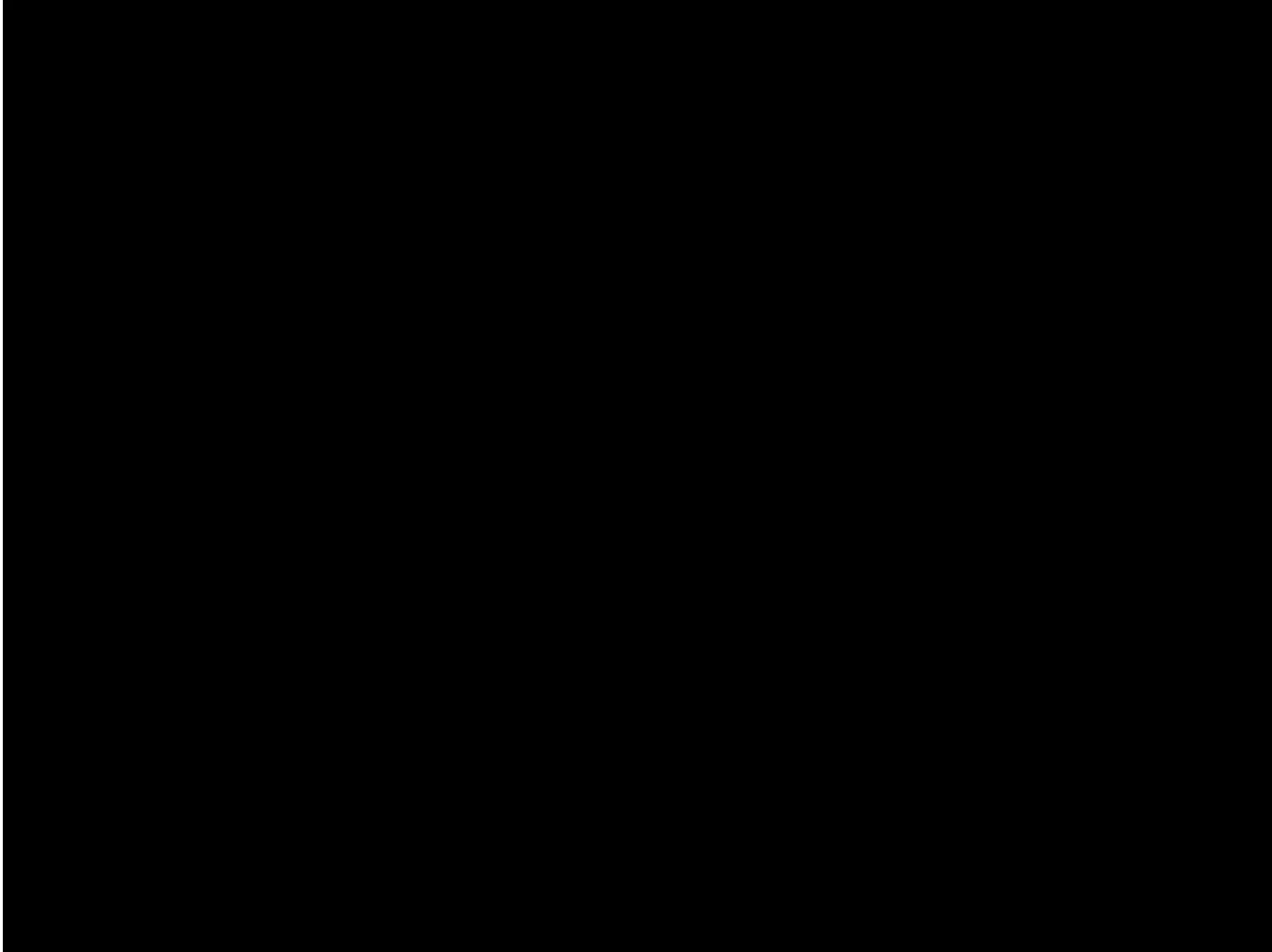
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Early Adversity & the Brain Video

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Promoting Social Emotional Competence in California's Young Children

Executive Function

- Set of cognitive processes that support an individual's capacity to engage in goal-directed behavior or problem solving behavior
- EF skills include those abilities that *control* behavior:
 - Attention, motivation, and emotion regulation
- And those that *guide* behavior
 - Planning, initiating, organizing, monitoring, reasoning, problem solving and responding flexibly

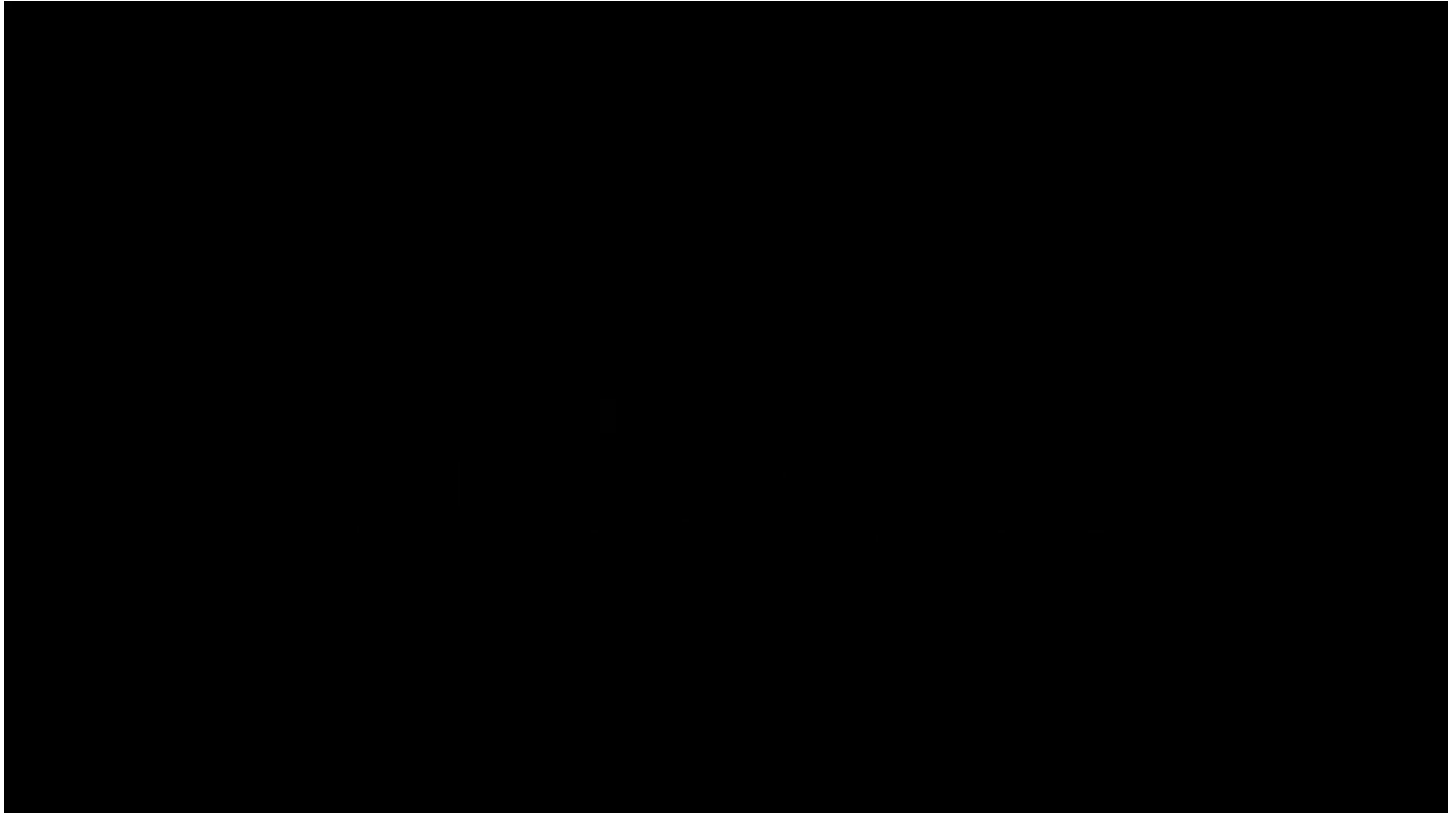
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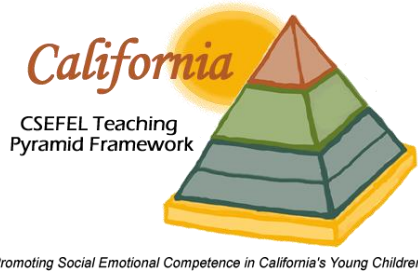
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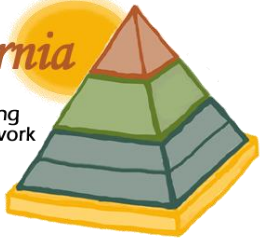
Executive Function





Our Internal Air Traffic Control System

- **Working memory:** keeping information in mind long enough to initiate and complete tasks
- **Inhibitory control** (impulse control): think before acting, filtering out distractions, delaying gratification, breaking habitual behaviors and regulating emotions
- **Cognitive or mental flexibility:** shifting gears and scanning options for the optimal solutions
- For more information, please visit:
<http://developingchild.harvard.edu/>



Executive Functioning

- **Relationships:** supportive, caring, attuned relationships with adults as well as a climate of caring that fosters peer relationships
- **Environment:** consistent routines, positive descriptive acknowledgement, expectations, physical environment, transitions, small and large groups
- **Social and Emotional teaching strategies:** friendship skills, emotional literacy, emotion regulation, problem solving and conflict resolution



Relationships Are Key

4 S's of Attachment

Seen – Caregiver senses the child's internal mental state

Soothed – Child has distress and caregiver tunes in and helps state to calm state (reactive to receptive)

Safe – Caregiver protects child from danger and will not be a source of danger

Secure – Develops a coherent sense of self. Learn implicitly that when things don't go so well they will get worked out.



Promoting Social Emotional Competence in California's Young Children

Connect and Redirect

- Connect with the right:
 - *Validating emotions*
 - *Reassuring: tone of voice, listening*
 - *Non verbal: touch, facial expressions*
 - *Attunement: feeling felt*
- Redirect with the left:
 - *Explain*
 - *Plan*
 - *Negotiate*
 - *Reason*





Name It to Tame It

- Help children tell their stories to calm big emotions: bring left brain on line to help them. This builds Emotional Literacy while also working toward Emotion Regulation.
- To tell a story that makes sense, the left brain must put things in order, using words and logic and thus help the strong sensations that come from the right brain to lessen: journaling, therapy
- Research shows that merely assigning a name or label to what we feel calms down the activity of the emotional circuitry in the right hemisphere
- Don't be afraid to repeat the story: if we try to move on too fast, the memory of the pain gets stored without the associated memory of how the child recovered



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Engage, Don't Enrage

- Vertical Integration:
 - Connect then redirect, name it to tame it
 - Connect, communicate, compromise
 - Time for reinforcement of rules and expectations





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We Need to Teach!

“If a child doesn’t know how to read, *we teach.*

If a child doesn’t know how to swim, *we teach.*

If a child doesn’t know how to multiply, *we teach.*

If a child doesn’t know how to drive, *we teach.*

If a child doesn’t know how to behave, *we.....*

.....punish?

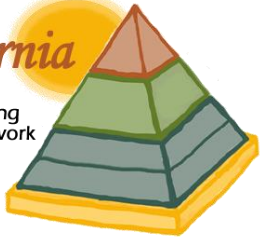
.....teach?

Why can’t we finish the last sentence as automatically as we do the others?”

Tom Herner (NASDE President) Counterpoint 1998, p.2)

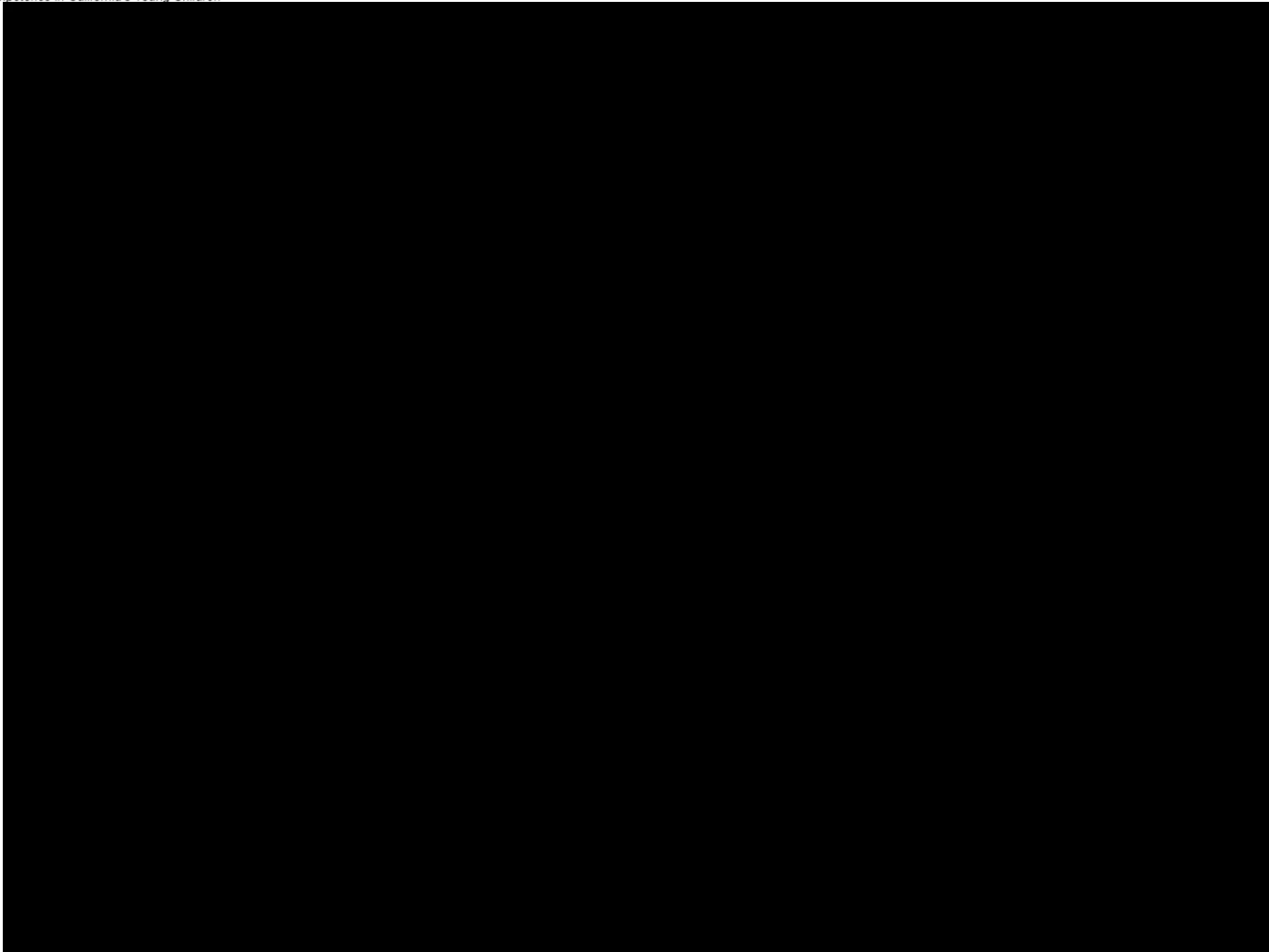
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911 Call



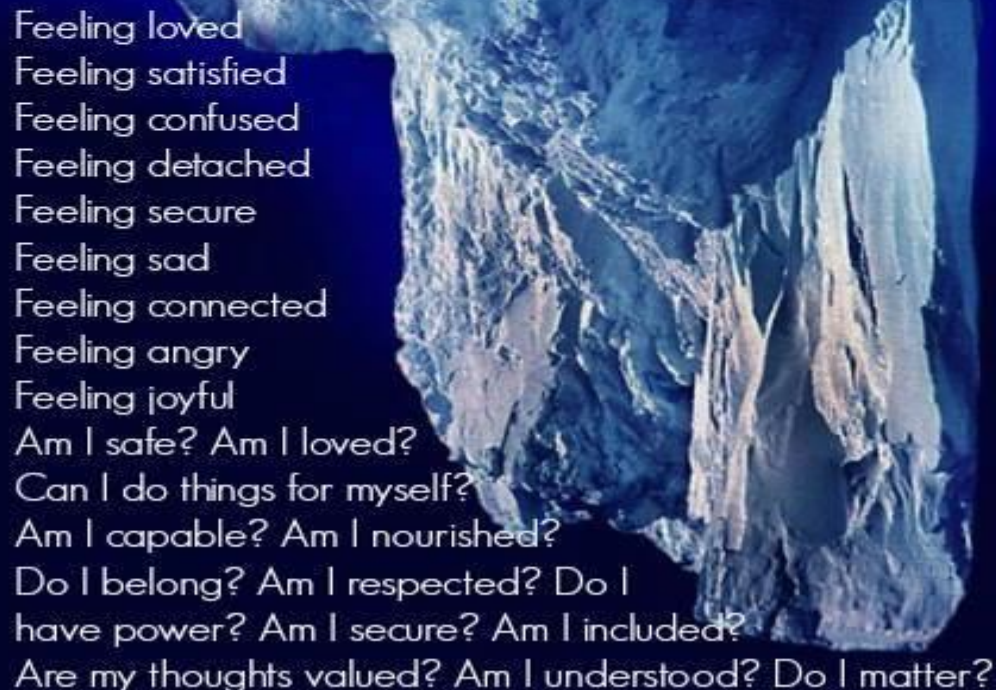


Lisa 9-1-1 Call

- What challenging behaviors/issues/symptoms do you think Lisa may have as a child?
- What strengths might Lisa have as a child in your program?
- What symptoms or issues do you think Lisa might have as an adult if she does not get help or support?
- What types of Teaching Pyramid strategies if she were in preschool could help her with her “trauma responses”?
- What types of strategies will help Lisa build a staircase from the ALARM CENTER of the brain (unhealthy adaptive uses of fight, flight or flee) to a healthier response using her Executive Functioning skills?
- What strategies were learned today that you might use with the children you work with?

A Child's Behavior is an Iceberg

What you see:



Feeling loved
Feeling satisfied
Feeling confused
Feeling detached
Feeling secure
Feeling sad
Feeling connected
Feeling angry
Feeling joyful
Am I safe? Am I loved?
Can I do things for myself?
Am I capable? Am I nourished?
Do I belong? Am I respected? Do I
have power? Am I secure? Am I included?
Are my thoughts valued? Am I understood? Do I matter?

(What's really going on)



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Resiliency Factors

- Ultimately, research on resilience challenges the field to build this connectedness, this sense of belonging, by transforming our families, schools, and communities to become “psychological homes” wherein youth can find mutually caring and respectful relationships and opportunities for meaningful involvement



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Quote on Resilience

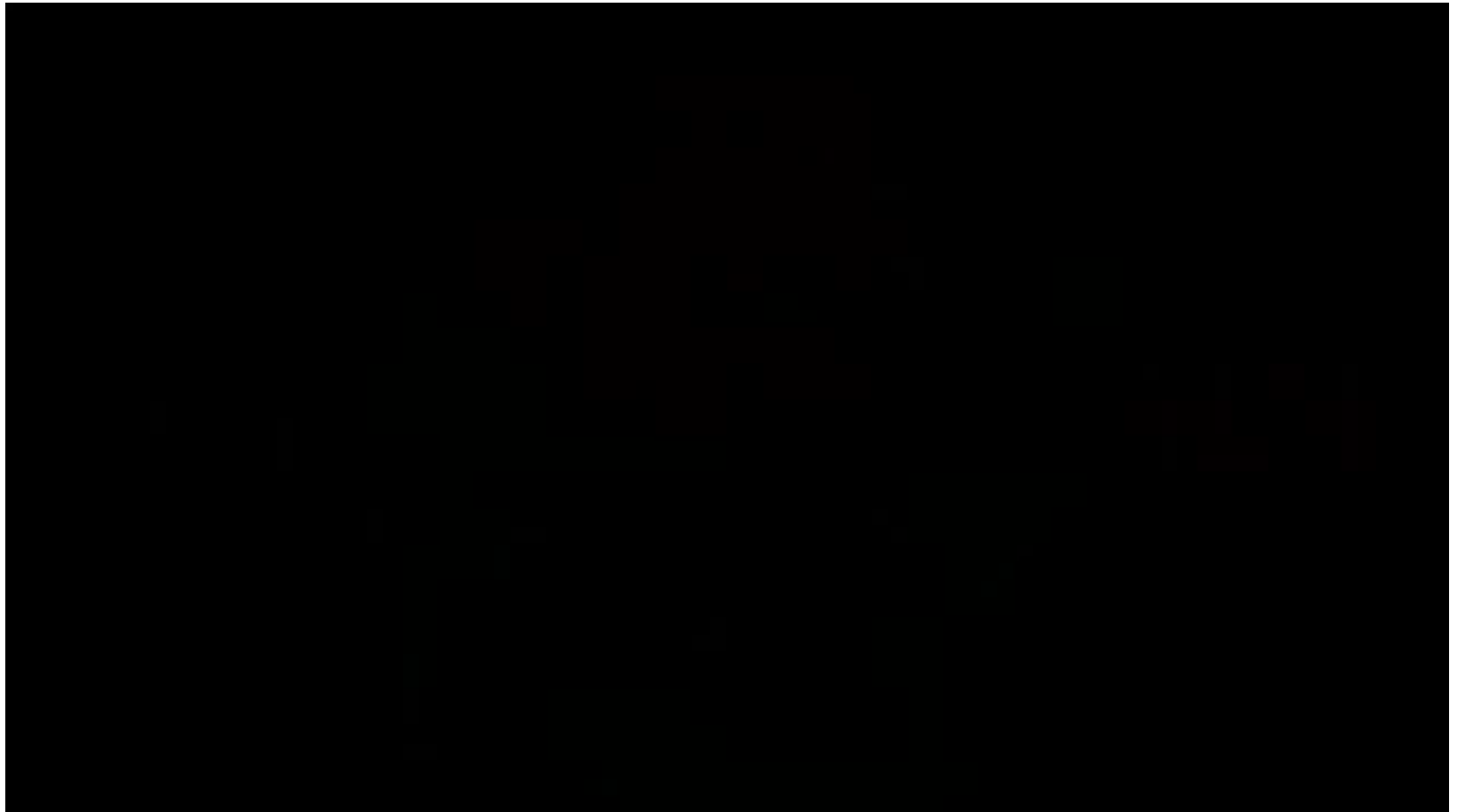
Ex-gang member Tito sums up most insightfully the message of resiliency research:

- “Kids can walk around trouble, if there is some place to walk to, and someone to walk with”
(McLaughlin et al, 1994)



Dr. Dan Siegel and Mindfulness

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